Whiteboard Presentation Guide

Physics – 2020/2021

In a high-quality presentation:

- All group names are written on the whiteboard to 'take ownership' of the data.
- The whiteboard can easily be read by all in the room - MAKE THINGS **BIG!**
- The speaker(s) clearly identifies the purpose and conditions under which the experiment was performed.
- The speakers are clear and project their voices so they can be heard by everyone in the class

Lab Results:

- All numbers and graphs are labeled with appropriate units and reasonable scaling.
- The derivation of mathematical expressions (type of graphical relationship) is shown, when applicable.
- The speaker(s) concisely summarize the lab group's results.
- There's a labeled diagram of the situation (where appropriate).
- The group members provide intelligent responses to questions posed by the class and the teacher.
- Almost always, our graphs mean something. The meaning of the (1) slope, (2) y-intercept, (3) area of the graph and (4) a mathematical model of the graph should ALL be discussed in each lab. If one of these doesn't have meaning, that should be explicitly stated.

Others in the class (the audience):

- The audience is expected to listen carefully to a group's presentation.
- Members in the audience are <u>expected</u> to ask questions (respectfully) about the group's results or experimental design.
- Mr. Forrest reserves the right to call on any member of the audience at any time, either about the current presentation or how the current presentation relates back to earlier results.

General ideas about how groups should interact – to get *ALL* group members involved:

- Someone to explain how the activity was done and any problems/challenges in the activity.
- Presenter(s) to explain the results on board.
- Someone to answer questions about the board.
- Someone to come up with and ask at least one question about a problem covered by another group.
- While physically writing on a whiteboard may be a 1 person job, there are several other things people should be doing at the same time, including: graphing data on a graphing calculator or composition book to preview it, averaging data from multiple trials, coming up with a brief conclusion and checking with lab partners, coming up with a mathematical model of a relationship for the lab.

Whiteboarding & Discussing Labs

Goal: Agree on a model

Observe	Say
● Notice on the graphs: ○ shape ○ slope ("for every") ○ intercept ● Comparing graphs: ○ What is similar? ○ What is different? ● Describe relationships ● Discuss uncertainty	● What was your experiment? ● I notice... ● I think… because… ● I agree because… ● I disagree because...

Whiteboarding: Discussing Problems

Goal: Analyze possible solutions & answers

- How did you know...?
- Can you point to…?
- Could you draw….?
- How would your answer change if…?
- How does this connect to….? (lab, definition, model, etc.)
- If you didn't understand…, what's your next step?